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DEVELOPMENT OF A PROGRAM FOR THE RE-EDUCATION AND REHABILITATION OF EMOTIONALLY HANDICAPPED MALE ADOLESCENTS WITHIN A PUBLIC SCHOOL SETTING.

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MAJOR OBJECTIVES OF THIS DEMONSTRATION PROJECT WERE (1) TO CONTINUE DEVELOPING A PROTOTYPE SPECIAL CLASS PROGRAM FOR EMOTIONALLY HANDICAPPED PUPILS (18 MALE ADOLESCENTS), (2) TO DEVISE METHODS OF EVALUATION FOR THE PROGRAM, AND (3) TO IDENTIFY SIGNIFICANT VARIABLES FOR FURTHER INVESTIGATION AND RESEARCH. IN PLANNING THE PROJECT DURING THE FIRST YEAR, FOUR PROBLEM AREAS HAD BEEN ISOLATED AND GENERAL METHODS OF ALLEVIATING EACH HAD BEEN PROPOSED--(1) DEVELOP A CLASSROOM PROGRAM CONSISTENT WITH THE LEARNING CHARACTERISTICS OF PUPILS IN THE PROGRAM, (2) INVOLVE A MULTIDISCIPLINARY TEAM, (3) PROVIDE FOR CONTINUOUS SUPERVISION AND SUPPORT, AND (4) DEVELOP A PROGRAM AROUND A SELF-CONTAINED UNIT FULLY INTEGRATED WITHIN A REGULAR HIGH SCHOOL WITH CONTINUOUS AND INCREASING PUPIL INTEGRATION. THE LAST GOAL WAS ATTAINED MORE EFFECTIVELY THAN THE OTHERS--HOWEVER, THE HOPE THAT GRADUAL INTEGRATION OF PUPILS INTO REGULAR CLASSES WOULD ALLOW SERVICE TO MORE PUPILS WAS NOT REALIZED. TEACHERS EXPRESSED A NEED FOR MORE TIME, NOT MORE PUPILS. (JC)

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Grant No. 32-30-0000-1025

by
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Rockville, Maryland

1965

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As principal of the project school, Dr. Alexander M. Gottesman was more than the gracious host. His many contributions to program development and his availability to staff and pupils were especially appreciated. Dr. William Lewis Holder, consulting psychiatrist, was involved in all three phases of the project---design, development and operation. His valuable insights and recommendations have been relied upon time and again.

The investigators also wish to recognize the contributions made by pupils and their parents. Certainly the number of parents who offered their cooperation was remarkable and sustaining. The most rewarding experiences associated with the project, however, were provided by the boys, who had to matriculate--reluctantly or willingly--as both pupil and teacher.

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PROBLEM ON WHICH PROJECT FOCUSED

The demonstration project has been concerned with the design, development and operation of an educational program for emotionally handicapped pupils in a public school setting. Specifically, the project has focused on developing a special class program for boys of junior high school age who, because of an emotional disability, were unable to profit from attendance in the regular classroom.

Despite the increasing efforts devoted with recent years to providing educational services and programs for emotionally handicapped children, the area as a whole remains in a state of trial and experimentation, design and development, appraisal and evaluation. This is particularly true of programs being developed within the public school setting where at least one author (Knoblock, 1963) has spotlighted the need to delineate the critical factors impeding progress in educational programming for these children. In addition, early school programs for the emotionally handicapped were for young children only. Recent research and demonstration projects within the public school setting (Bower, 1960; Cruickshank et al, 1961; Haring and Phillips, 1962) also were concerned primarily with early identification and development of programs at the elementary school level.

The decision to place emphasis upon "later identification" in the development of a special classroom program resulted from observations made of emotionally handicapped adolescents in the Montgomery County (Maryland) Public Schools. The need for a special program is often not recognized until this age level. Upon entering junior high school, some pupils first demonstrate the disturbing behavior that necessitates special management techniques. Other pupils have been adequately provided for within the limits of the elementary classroom by supporting personnel, but continuation of their public school education at the secondary level may depend upon a similar self-contained classroom and continued support. There is also the need to provide a "half-way" classroom or rehabilitative program to facilitate the return of emotionally handicapped pupils to public school from private day and residential settings, whether these be educationally or therapeutically oriented. Adolescents are frequently "graduated" or discharged from such facilities because they have reached the limits of the program primarily because of age and not in terms of readiness to leave. Many emotionally handicapped pupils returning to the community from residential placements could profit from a diagnostic and rehabilitative classroom regardless of the reason for leaving the residence.

The historical background of the demonstration project had led to the identical problem and need of developing a special program for the emotionally handicapped adolescent. In September 1961, an Advisory Committee on Special Youth Services was established by the Montgomery County Council and the Board of Education. The task of this committee was to study the need of handicapped children in the community and to make recommendations regarding the scope and need for services to mentally retarded, emotionally disturbed and physically handicapped children and youth; the appropriate and feasible roles of public and private agencies and of parents in providing such services on a coordinated basis; the cost of these services and available and potential methods for financing them, and priorities for undertaking the services.

After hearing reports from public and private agencies in the community and after reviewing surveys and studies conducted in the County and elsewhere in the Nation, the committee presented a report containing 21 recommendations, four of which were directly concerned with the role of the public schools in educational programming for emotionally handicapped pupils:

1. The Board of Education should institute one pilot program for children of nursery school and kindergarten age who are emotionally disturbed.
2. The Board of Education should study ways of supplementing the regular classroom teacher to enable her to cope better with the disturbed children in her group. (In elaborating this recommendation, the Committee had urged "creative experimentation with teacher's aides, with special classes, and part-time programs for children who cannot tolerate full days of school.")
3. The Board of Education should establish an experimental day school program for aggressive adolescent boys.
4. The Board of Education should establish an experimental day work camp for selected adolescents.

In response to the three recommendations encouraging creative experimentation and focusing on adolescent boys, a two-year pilot program was initiated by the Board of Education in the academic year 1963-1964. A brief description of the program is contained in the Budget Request Manual, dated February 13, 1963: "The program authorized is a day-school program for boys 13-15 years of age, who have normal intellect but fail to achieve in school because of emotional stress and inability to adjust to the normal classroom situation. We believe that the two teachers, together with an aide..., will be able to handle up to 15 boys although many school systems limit such classes to five pupils. There are at least 15 such disturbed boys who have been identified and who could probably be returned to the normal classroom situation after two to three years of instruction."

OBJECTIVES

The major objectives of the demonstration project were to continue developing a prototype special class program for emotionally handicapped pupils, to devise methods of evaluation for the program, and to identify significant variables for further investigation and research.

In the grant proposal, the following statement was included as a summary of status and achievement toward the end of the first year: "During the current academic year, 1963-1964, the proposed demonstration project has been simultaneously involved in the three steps of design, development, and operation. The design of the program has been based primarily upon the Hollister and Goldston schema which has been recognized by these authors as a preliminary taxonomy of the procedures and considerations necessary for developing such classes. During the course of the year an on-going evaluation of effectiveness of the program has been made and basic goals have been delineated. Such areas as administrative support and involvement, both on the local school level and on the level of the county special education department, have been assessed and developed to a point of efficient operation. Classroom methods, techniques, materials, and equipment have been scrutinized on a day to day, trial and error basis and a sound working base has been evolved. Tentative evaluation of the effectiveness of the program has been made in reference to the success of individual children now pursuing their studies within the regular school program...."

Although a great deal had been learned and accomplished by plunging into operation, what became particularly apparent during the first year was that greater involvement of personnel and resources must be devoted to development and maintenance of a program of this type beyond the basic provision of instructional staff. This finding alone necessitated the search for additional funds and the eventual establishment of the program in its second year as a demonstration project, with the potential to become an innovative model program for expansion within the total county educational program for handicapped children and youth.

The second major objective of the project was to provide as complete a description and evaluation as possible as well as to devise more effective methods of evaluation for future use. Again, during the first year of the program, efforts had to be directed for the most part toward providing essential ingredients of an educational program: screening and selection of pupils; providing back-up and support to teachers especially regarding behavior management; defining the roles of instructional, administrative and supportive staff; obtaining adequate facilities including classrooms, equipment and materials; determining workable teacher techniques and methodology; and eventually, planning for the placement of pupils leaving the special program. Evaluation and assessment received secondary emphasis at best. It was limited to a clinical appraisal of pupil progress in terms of improvement in behavior as well as a summary of placement status of pupils at the end of one academic year and the beginning of the next. As mentioned in the previous section, techniques, materials and methodology were being assessed on a routine and heuristic basis but no framework or schmea was developed for evaluating the program.

It was hoped that during the terms of the demonstration project, more objective and systematic techniques could be devised to evaluate pupil progress across a number of dimensions. Equally important goals were to develop a tentative rationale or method for evaluating the program and to provide, through the project report, a more adequate description of the program.

The third major objective of the project was the identification of critical factors and variables that would merit further study on an experimental basis. In planning the project during the first year, four specific problem areas had been isolated and general methods of alleviating each had been proposed. These four areas, involving public school programs for the emotionally handicapped, represented specified secondary objectives of the demonstration project:

1. Develop a classroom program consistent with the learning characteristics of pupils in the program, by obtaining a comprehensive psychoeducational evaluation for each individual, by exploring the relationship between anxiety level and response to programmed learning materials, and by identifying remedial procedures and techniques that correspond to assets and liabilities in learning aptitude.

2. Involve a multidisciplinary team in all stages of pupil selection, appraisal and planning and establish effective means of communication between such a team and the working staff at the school.

3. Provide for continuous supervision and support of the teachers by administrative and supervisory staff, diagnostic team and consultants and by utilizing a team teaching methodology.

4. Develop a program around a self-contained unit fully integrated within a regular junior high school with continuous and increasing integration of pupils into the regular classroom, thereby reducing cost of special programming.

REVIEW OF THE LITERATURE

In the following review, articles and books have been cited because of their contribution to the on-going process of program development as well as to the initial design of the program. Thus, many of the references were published during the project's eighteen months and had not been included in the original grant proposal. They are reported now, however, since they influenced the procedures and methodology of this project. In addition, they represent significant contributions to the area of educational programming for the emotionally handicapped.

General Considerations

In designing the program, considerable reliance was given to the pamphlet of Hollister and Goldston (1962), who have summarized in outline form the psychoeducational processes found operating in classes for the emotionally handicapped. Although these authors have labeled their report a "preliminary taxonomy", the basic considerations and procedures described by them--and organized in the four categories of administration, pupil selection and study, classroom operations, and supportive operations--indeed seem essential and, in fact, anticipate needs and problems encountered in operating a program. More recently, Morse, Cutter, and Fink (1964) completed a "research analysis" of public school classes for the emotionally handicapped. The results of this study contain findings and hypotheses concerning the critical variables operating in public school programs today, including pupil and teacher characteristics as well as program orientation and methodology. There are numberous examples of evaluative techniques that could and should be incorporated into the design of special education programs for pupils handicapped by any disability, not to mention the emotionally handicapped. More from experience than from a research project Krohn (1964) discusses the role of education in rehabilitating the emotionally handicapped child, placing particular emphasis upon the adolescent and his problems today. His paper is concerned with the establishment of a centralized secondary school for the emotionally handicapped adolescent. However, the recommendations and proposals presented in reference to his exemplary school have implications for public school classes and programs that do not involve the "separate school" model.

Many articles reviewed during the year deal with the "critical issues" or "crucial factors" of education programming for the emotionally handicapped, perhaps none with the depth and directness of the recent summary discussion by Morse (1964) following a conference at Syracuse University. Knoblock (1963), Quay (1963), and Trippe (1963) each presented articles which proved useful in formulating plans and objectives for the present demonstration project. The issues these four authors have explored are certainly more than theoretical in nature, covering such topics as the meaning of pathology, significant learning characteristics of pupils, training and support of teachers, the relationship between "type" of teacher and/or program and "type" of pupil, the quality of programs, and the implications of belief in the "nature of human nature."

Diagnostic Framework

One of the basic assumptions in providing educational programs for the emotionally handicapped is that pupils will be evaluated without benefit of an existing precise and comprehensive diagnostic classification system. More important is the finding that given a diagnostic category, the implications for educational programming do not automatically follow. At this point references concerning orientation of our diagnostic team and project staff are presented.

A classification system attributed to Rabinovitch has been outlined in the Morse, Cutler and Fink report (1964). The six basic categories of psychoeducational disturbance proposed (neurotic, encephalopathic, schizophrenic, primitive-neglected, affectionless personality and undifferentiated academic) have been elaborated by others, though perhaps under different labels. Morse (1958), for example, discusses the majority of these categories and presents the implications for teacher methodology and educational prognosis. Many of the identical categories are also related to the factors described in a recent factor analytic study of children's behavior disorders by Dreger _et al_ (1964).

Two diagnostic categories of handicapped pupils, which have elicited a great deal of controversy from clinical and educational sources, are those frequently referred to as "minimal brain damage" and "primary reading retardation", both of which appear to be sub-categories of the encephalopathic group of Rabinovitch. Although these handicaps may or may not be included in one's scheme of the emotionally handicapped, references are presented here because of the orientation of the project's diagnostic team and the incidence of the two handicaps in pupils referred for placement. In effect, the diagnostic team has agreed with Trippe (1963) who points out that many children are "disturbing" because of their inability to adjust to school demands and expectations, which may be inappropriate for the pupil with either handicap. For diagnostic rationale and procedures concerning the minimally brain damaged child, hypotheses and findings have been reported by Silver (1958), Clemmens (1961), Clements and Peters (1962), and Myklebust (1964). In regard to the reading disability syndrome, the diagnostic orientations of such authors as Rabinovitch (1959), Silver and Hagin (1960 and 1964), Money (1962) and Bryant (1964) were represented on the project staff.

Program and Curriculum

It was difficult in many cases to differentiate which was done first; finding an explanation or rationale for a particular technique and then testing its effectiveness, or developing an innovative procedure by trial and error only to learn later it was considered standard procedure by others.

The decision to aim toward three specific objectives outlined earlier can be traced directly to the respective sources. (1) Quay (1963) had hypothesized the positive effects of programmed instruction on the learning of "personality problem" children characterized by heightened anxiety levels. Quay's hypotheses stemmed from a combination of theoretical formulations and empirical findings on the relationship between anxiety and learning. However, they also formed one part of a more general plea that educational programs be designed to meet the "learning characteristics" of emotionally handicapped pupils placed in the classes. (2) The plan to focus on the relationship between diagnostic team and instructional staff was derived from an observation of Hollister and Goldston (1962): "The communication that develops between the staffs involved in the screening, referral, diagnostic, placement and interpretation components of the program vitally affects their capacity to mobilize the right resources to meet the needs of individual children." (3) The concern for the continuous supervision and support of teachers resulted from previous experiences as summarized in the statement of Trippe (1963): "As one views the day to day functioning of teachers, one wonders that they continue to function at all with so few resources of encouragement, support, and opportunities for continuing professional development."

The proposal to attempt a balance between a structured, unstimulating environment as described by Cruickshank et al (1961) and Haring and Phillips (1962) and a group-oriented, highly motivating program was determined in large measure by Cohen's encouraging report (1963) on the "academic-activity program" for adolescent boys in an institutional setting. Many of the group activities and projects (games, physical education, art, science, industrial arts) used and developed during the project year grew out of the staff's previous experience with school programs for emotionally handicapped pupils at both the elementary and secondary levels. However, group-activity classes have been described in other public school programs (e.g., Howe, 1960) and greater emphasis upon a group orientation has been recommended by Morse, Cutler and Fink (1964) after their study of public school classes for the emotionally handicapped. Specific "intervention techniques" which were at least partially incorporated within classroom procedures have been described or summarized in such articles as those by Redl (1959) on life space interviewing and Morse (1964a) on academic and behavior modification.

PROCEDURES

Organization, Personnel and Facilities

In the brief historical summary of the demonstration project presented earlier, reference was made to the first year of the program. During that year (1963-1964), the program for emotionally handicapped pupils was established as a functional unit with the Division of Special Education. The Supervisor of Special Education served as administrator of the program and a school psychologist on the staff of the Educational Diagnostic Center, described below, served as project coordinator on approximately a half-time basis. During the period of the demonstration project (June 1964 to November 1965), the administrator and coordinator continued in these roles and, as a result of the grant, became the investigators for the project. The organization chart in Appendix A shows the relationship of the program for emotionally handicapped to other on-going services and programs in the Division of Special Education.

During the 1963-1964 academic year, the Educational Diagnostic Center had screened, evaluated, and selected candidates for placement. This facility, though supported by the public school system, had been a joint endeavor of the Montgomery County Public Schools and the Montgomery County Health Department in that the operational staff (director, educational diagnosticians, school social worker and school psychologists) was provided by the former, while the consultant medical staff (public health nurse, pediatrician and child psychiatrist) was provided by the latter. In the summer of 1964 the services and programs of the Educational Diagnostic Center were discontinued. At the outset of the demonstration project year, an evaluation and placement team was formed, again using personnel from the public school system and consultants from the public health department. As in the previous year, the professions represented on this multi-disciplinary team included education, social work, psychology, nursing, pediatrics and psychiatry, with the project coordinator serving as chairman of the team.

The instructional staff consisted of two special classroom teachers and a teacher-aide, while an art teacher was assigned to the program for approximately 75 minutes each day. The seventh grade teacher had taught in the program during its initial year, as did the art teacher. Neither had special education experience or training prior to that time. The seventh grade teacher had been in the regular elementary classroom at the intermediate level and the art teacher was a recent graduate in her first year of teaching. Both the eighth grade teacher and aide were new to the program. The teacher, however, had just completed a year of graduate training in special education and the aide had previous experience working with handicapped children in elementary schools.

Other school personnel directly involved in the program included the principal of the school, who was administratively responsible for pupils and staff at the local level and who provided instructional supervision to the teachers. The speech therapist, assigned to the school on a part-time basis, worked with several pupils in individual and small-group sessions. The public health nurse and librarian, both full-time members of the faculty, also provided their services to the staff and pupils on a routine basis. Finally, the coordinator of the program was routinely available to staff and pupils for consultation and counseling as an ex officio member of the school staff. (Please refer to Figure I for a complete listing of project staff.)

FIGURE I

Staff Organization

Administrative Staff

Supervisor of Special Education
Principal of School

Supervisory Staff

Program - Project Coordinator
Instruction - Principal

Instructional Staff

Teachers
Aide

Evaluation and Placement Team

Chairman (Project Coordinator)
Educational Specialist
School Psychologist
School Social Worker
Public Health Nurse
School Pediatrician
Child Psychiatrist

Supportive Staff

School Counselor (Project Coordinator)
Speech Therapist
School Nurse
Librarian
Resource Teachers
Consultants

The particular setting selected for the program was a junior high school situated in a suburban residential area and located centrally with respect to county boundaries and population. The school had been recently constructed (1963) and contained facilities of a modern secondary educational plant, including specialized classrooms and equipment for industrial arts, physical education, art and music. These facilities were available to the pupils and instructional staff of the special program at times on an exclusive basis, at other times on a shared basis. Two conference rooms in the school were converted into classrooms for the program and served as the homeroom and major instructional base for each class. A third conference room was adapted for use as a science project room. As pupils were enrolled in regular classes, they had greater opportunity to benefit from the equipment, materials and other resources available in the school. Certain services and activities - such as the instructional materials center (library and audio-visual department), school assemblies, cafeteria, transportation services, speech therapy and health room, the after-school "Teen Club" - were available to pupils in the special program on the same terms as they were to other pupils in the school.

Criteria, Referral and Placement

For the dual purpose of identification and screening, an emotional handicap was described as a disability that results in academic underachievement, poor interpersonal relationships, and/or discipline problems. These three general symptoms were considered primary although they could take many specific forms of expression. For example, academic underachievement might refer to general educational retardation in terms of both grade placement and intellectual potential, or to specific learning disabilities, such as a reading lag or extreme difficulty in written or oral expression in the classroom. The difficulties in interpersonal relationships might refer to such behavior as aggressive outbursts toward classmates, general withdrawal from peer relationships or inappropriate reactions to school personnel. Discipline problems might refer to any of the behavior problems that could occur both within the school and within the community: breaking school regulations, stealing or destroying property, and truanting.

Although these three symptom areas are by no means exclusively related to emotional handicaps, and, in fact, identical symptomatology may be related to other syndromes (for example, primary reading retardation or minimal brain damage), these "disturbing" symptoms do occur as a result of emotional disabilities in the public school setting with sufficient frequency to warrant their use as criteria for initial screening and selection.

Other specific criteria used as guides in the identification of candidates for the class were:

(1) Sex - male;
(2) Age - 12 to 14 years of age as of December 31, 1964;
(3) Intellectual ability - approximately average and above (a full scale I.Q. of 80 on the Wechsler Intelligence Scale for Children was set as the cutoff point);
(4) Educational achievement - at least third grade achievement in the skill subjects of reading, spelling, arithmetic - several exceptions made;
(5) Appropriate grade placement - 7th and 8th grade.

During the first year of the program, pupils who met the initial screening criteria were referred by area pupil personnel workers through the central pupil personnel office to the Educational Diagnostic Center for evaluation and selection. Although a similar procedure had been proposed for the project year, the demise of the Diagnostic Center and the formation of the evaluation and placement team forced the method for referral and placement to be altered. Candidates were referred for placement using the existing special education application and referral procedure (cf. Appendix A), except that all information was sent to the project coordinator rather than to the Office of Pupil Appraisal and Placement in the Division of Special Education. All available information received with the referral application was presented to the placement team for review. It should be noted at this point that the majority of candidates studied by the team were of the "thick chart" variety. Besides the usual data accompanying special education applications--recent educational, psychological and medical reports--most of the case material dated back to the early years of elementary education and revealed a long history of chronic school difficulties.

Following the review by the team, a decision was made on the advisability of pursuing further evaluations leading to placement in the program. In the event that a pupil was screened out of the referral process, diagnostic impressions and recommendations were reported to the referring agent together with a suggested plan for placement and/or provision in other programs. As a general rule only the educational and psychological evaluations as well as parent interviewing were accomplished before re-staffing and before the final decision was made on placement in the program. Formal medical evaluations and psychiatric interviews by team members were obtained after pupils were placed in the program.

Following the recommendation for placement, an appointment was made with both parents and the pupil at school during the week prior to school opening. Since this appointment represented the first visit to the school by the majority of parents and pupils, its purpose was to introduce the teachers, aide, and principal and to tour the building. Individual and group interviews were scheduled during the visit. The focus of the interviews ranged from providing support and reassurance through role and limit setting to establishing ground rules and expectations. It was also pointed out during this visit that the first six weeks in the program would be viewed as an extension of the diagnostic process. This policy of having a trial or probationary period before placement became final resulted from experience during the first year. Despite the best clinical efforts devoted to screening and placement, it had become obvious that there is no substitute for diagnostic teaching, particularly when program and pupil characteristics are only vaguely defined. As matters turned out after the six-week trial period, however, none of the pupils appeared misplaced.

Pupil Assessment

In most cases, evaluative techniques administered prior to placement consisted of individual educational and psychological evaluations and parent interviews. The educational evaluation consisted of a battery of achievement and aptitude tests selected to determine relative strengths and weaknesses in reading, spelling and arithmetic. During the first weeks of school one of the major tasks of the teachers was to make additional assessments. The seventh grade teacher depended almost exclusively upon the California Achievement Test administered individually or in small groups and the eighth grade teacher primarily used the Durrell-Sullivan administered individually. At the end of the year both teachers administered achievement tests to the entire class. The educational specialist, assigned to the evaluation and placement team for initial screening, returned to evaluate achievement in reading, spelling and arithmetic on a group basis using the Gates Reading Survey, the Morrison-McCall, and a locally devised arithmetic fundamentals survey.

The psychological evaluation completed before placement in the program was made by the team school psychologist, who examined pupils by interview and play techniques and by a test battery usually consisting of the Wechsler Intelligence Scale for Children, the Benton Visual Retention Test, the Bender-Gestalt, the Rosenzweig Picture-Frustration Study, and selected picture-story techniques. The psychological evaluation was not repeated at the end of the year. However, a group of tests was administered during the second semester: Peabody Picture Vocabulary Test, California Personality Test and the Test Anxiety Scale for Children. In addition, pupils who manifested severe learning disabilities were referred during the year for additional psychological and educational evaluation. The school social worker did not interview parents at the end of the year; however, parent interviews and conferences with teachers and counselor were major activities during both semesters.

During September 1964, weekly clinics were scheduled in a Public Health Center within walking distance of the school. There the consultant medical staff of the placement team (nurse, pediatrician, psychiatrist) examined the pupils and interviewed an accompanying parent. In this manner, a more complete picture of developmental and medical history was obtained together with current medical status. Although comprehensive medical evaluations were not repeated at the end of the year, the school nurse provided a routine follow-up of the medical recommendations throughout the year by consulting the parents and/or the family physicians. The psychiatrist interviewed pupils in this clinic setting at the beginning and at the end of the academic year.

A duplicate set of all psychoeducational reports and evaluations were maintained at the school for the exclusive use of teachers, aide, and principal. During the first weeks of school the team psychologist and the project coordinator met with the teachers and aide to discuss background information on individual pupils with particular emphasis upon then current educational, psychological and social data. During October 1964, weekly meetings were arranged so that all members of the placement team and the school personnel could discuss medical and psychiatric reports as they became available.

Curriculum

One of the specific objectives of the demonstration project had been to test the effectiveness of team teaching methodology with emotionally handicapped pupils. At the beginning of the school year, however, it became apparent that the proposed study of team teaching techniques had to be abandoned. This resulted directly from a change in plans concerning classroom facilities because the two classrooms were virtually at opposite ends of the school building. However, this aspect of the demonstration project would most probably have been discarded without a change in classroom location because of the divergent opinions of the teachers regarding educational methodology and orientation with respect to the emotionally handicapped.

The program was structured along the lines of two independent, self-contained units, as it had been during the previous year, with eighteen boys divided into 7th and 8th grade groups mainly on the basis of previous grade placement.

As much as possible, the program in the two classes corresponded to the regular 7th and 8th grade curriculums. Such subjects as English, mathematices, geography, history and science were taught consistent with the subject content outlined in current County curriculum guides. Specific textbooks used within the school system and at the project school were also used in the special program. As expected, teacher techniques and presentation of the material in the various subjects had to be individualized since the learning disabilities and needs of pupils varied greatly within each classroom. Again, depending upon the needs of individual students, a large portion of each day's schedule was devoted to remedial instruction in the skill subjects of reading, spelling, arithmetic and writing. Many of the boys in the program presented severe handicaps in these academic tools requiring great emphasis on an on-going diagnostic and remedial program.

Because of the diversity in achievement levels presented by pupils, one of the major problems confronting the teaching staff was the selection of instructional materials appropriate for junior high school age but spanning a range of second to tenth grade in reading level. As observed during the first year of the program, a great deal of time and effort was spent during the early months searching for and obtaining other textbooks (usually discarded) that presented content appropriate for grade placement and written at a grade level appropriate to the reading skills of individual pupils. Along with this, programmed texts and workbooks were used extensively to individualize the curriculum, thus contributing to a solution of the instructional materials problem. The laboratory series developed by Science Research Associates formed the basis of the reading and spelling program for the majority of pupils in both classes. Specific materials in other areas included a three-volume geography series (Macmillan Company), a four-volume mathematics series on fundamental skills (Addison-Wesley), a modern mathematics series (Macmillan Company) and the English 2200 text (Follett Company).

In individualizing the curriculum, teachers also prepared either daily or weekly assignment cards for each pupil (cf. the sample in Appendix B). The individual schedules not only promoted communication between teacher and pupil concerning reality and expectation for any period of time but also permitted some flexibility in providing relief for the teacher--by the aide or counselor on brief notice and by the teacher-substitute for longer periods when necessitated by illness or leave.

First and second semester schedules, presented for both classes in Appendix B, show a marked difference in the type of program and the demands upon teachers between semesters for each class. Although none of the schedules are reliable models for every day of every week in either semester, they do indicate that during the first semester the majority of the boys engaged in similar activities on a simultaneous basis. As a result, group techniques and activities were found more frequently during the first five months of the school year. During the latter half, however, because of partial integration of many pupils into regular classes, individual scheduling became necessary. Thus, as the second semester commenced, both teachers found themselves suddenly engaged in a "revolving door" situation with pupils entering and leaving the classroom approximately every 26 minutes. The second semester schedule had an immediate effect upon the instructional approach in that the group program was greatly curtailed and teacher emphasis shifted to small group instruction and activity or individual tutoring and management. Also, the special teachers found themselves in the perhaps unfamiliar role of consultant to teachers in the regular program.

Group Activity

One of the major differences observed between the two classes was the relative emphasis placed upon group work and activity. In the eighth grade, for example, pupils were introduced to the classroom one at a time on the basis of teacher selection, and the class was gradually formed during the first two weeks of school. The rationale for this procedure, as expressed by the teacher, was to enable him to establish a relationship with each boy as he entered the class. In this manner the teacher had the repeated opportunity to set limits and define ground rules with each new boy as he reported to school, while those already in the class were exposed to a repetition of program expectations and goals. In addition, the teacher could review historical and diagnostic material on pupils prior to their arrival and then administer supplementary evaluative instruments on an individual basis as he perceived the need for additional educational data. The classroom schedules presented in the Appendix B gives some indication of the amount of time spent by pupils on individual assignments in the eighth grade. Again, as expressed by the teacher, his major objective was to exploit as much as possible the teacher-pupil relationship on a one-to-one basis and use this as the mediator of his efforts toward behavior control, motivation and academic remediation.

Not all of the eighth grade curriculum was limited to pupils working alone, however, and both instruction and activities were scheduled on a group basis. A unit in science primarily involving use of the microscope was attempted early in the year, although this met with discouraging results in terms of a decrement in pupil control, interest, and achievement. On the other hand, the group physical education hour during the first semester appeared to be a marked success. (Physical education may well be a misnomer since the hour consisted almost exclusively of football instruction, scrimmage and games involving the entire class, the teacher and the aide.) The effects of this program upon the behavior of individual boys, though never quantified, seemed rather obvious. For example, one pupil, characteristically withdrawn from the group in the classroom and cafeteria, appeared to use this hour as his one time to interact meaningfully with his classmates even if the behavior demonstrated was, appropriately, non-verbal. Additional benefits gained by other boys apparently included improvement in motor coordination, release of pent-up aggression and impulses, and gratification from something at school. This activity also allowed the teacher and the aide to have a mutually enjoyable experience with the class and, as a result, generally promoted more effective working relationships when formal instruction and behavior management again became foremost in the day's program.

Other eighth grade group activities included the game period after lunch (Monopoly, careers, ring-toss) supervised by the aide, and group counseling sessions with counselor and aide during the second semester. Also, as mentioned in the section on counseling, the teacher conducted frequent group discussions with his pupils concerning their behavior and achievement as well as their educational and vocational goals.

At the end of the first year of the program, the seventh grade teacher had proposed the development and more frequent use of group techniques and group instruction during the project year. In contrast to the entrance procedure followed by the eighth grade, all pupils in the seventh grade ready for placement arrived on the first day of school. The teacher expressed her desire to begin the year with a "class"--if only eight pupils--and gradually create a classroom methodology and atmosphere in the ensuing months. If the class became extremely disruptive, then one or more youngsters would be returned home for a few days until things settled down. This tactic did not prove necessary, however, at least during the first few weeks of school.

Inspection of the seventh grade schedules presented in Appendix B suggests a greater emphasis upon group activities in this class than in the eighth grade. Although no formal plan or rationale had been devised for introduction and placement of group activities as the year progressed, what occurred in the seventh grade, during the first semester particularly, does suggest a framework or rationale for group instruction. For example, the seventh grade schedules for the first semester indicate Group Activity on Tuesday and Thursday afternoon. During September and October, this period consisted of physical education, led by the counselor and the aide, similar to what has been described for the eighth grade--football and basketball on the athletic field. During the months of November and December the activity period moved indoors and consisted mainly of games (Monopoly, Concentration, checkers, chess, puzzles) and was led by the counselor. It became increasingly apparent during the latter part of November and especially during December that pupils were less ready to enter the game period at the appointed time and were still interested and involved in the previous activity (mathematics or science). In association with this trend, the counselor would arrive at a later time to relieve the teacher--first 1:30, then 1:45, then 2:00--and the boys were either unaware of this or they did not seem to mind. As a result of these observations, the group activity period on Tuesday and Thursday was dropped from the schedule altogether in December and appeared intermittently during January. The original purpose of the activity period had been to give the pupils a reward or a letting-off-steam time at the end of the day. Whereas earlier in the year the boys had eagerly awaited this period, its gradual disappearance from the schedule did not upset them and, in fact, seemed to be the appropriate thing to do.

As the transition from activity to instruction was occurring during November and December, a similar experience seemed to be taking place in the art period on Monday, Wednesday, and Friday. As noted in the schedules, art is described as "individual" in September and October but becomes "group" in November and December. Such a distinction was made because during the beginning months art instruction was aimed more toward individual interests and skills. Thus, boys were seated at a safe distance from one another at the various tables in the art room. The projects allowed alternatives to be considered and individuals to work on something to their liking. If the same materials were used by everyone, pupils could individualize the endproduct of their efforts (for example, in constructing macaroni models, the majority tended toward hot rods while one boy insisted on making macaroni jewelry for his mother.) Probably the second step along the group dimension in the art program was work with common materials in producing identical products (e.g., kites, masks, dioramas) where boys might also work more closely together and in groups of two or three, with a teacher or the aide closely supervising the group. The final step in class development along the group continuum occurred with a group mural undertaken prior to Christmas vacation and completed in the month of January. The mural itself, approximately four feet high by seven feet long, was completed by six or seven pupils in the seventh grade working in close and certainly stimulating proximity to one another. It goes without saying that the mural does little for the historical development of art. But it represented to the staff and probably to the class a major step forward in the development of group spirit and accomplishment.

Late in the first semester, individual and group projects were introduced in science as the teacher judged the class ready to assume appropriate responsibilities for tools, materials and animals. Projects were coordinated with formal instruction. For example, a unit on transportation and motors led to work in one of the industrial arts rooms on gasoline lawn mower and bicycle engines. Several battery-powered plastic model kits were brought in by pupils. Model engines of various types were constructed as both a science project and an activity during the game period. In the science project room, located near the seventh grade classroom, equipment was gradually introduced throughout the year and work proceed on an individual, small group or class basis. Equipment included an ant farm, aquariums, incubator, electric microscope, and dissection tools, introduced approximately in that order. Since the science projects were initiated midway in the first semester and extended throughout the second semester, small groups of two or three pupils who had similar regular-class schedules had to be scheduled together for instruction and activity in the project room. Thus the projects did not lead to a total group involvement as they could have, although class field trips were scheduled throughout the year in conjunction with science instruction.

Behavior Management

Since the primary aim of the program was to enable pupils to return to the regular classroom, management and modification of behavior--as opposed to academic achievement--became the major objectives for most of the boys. Elements of both structure and permissiveness were apparent in each day's activities. When pupils were in the classroom and working on individual or group learning tasks, structure was the essential ingredient with limits and expectations set in a firm manner. When the boys were engaged in group activities outside the classroom, the atmosphere was much more permissive and unstructured with greater emphasis placed on interpersonal relationships and interaction. Thus, there was a structure-gradient operating within the program with emphasis placed upon structure or permissiveness as determined by the nature and purpose of activities. For example, the eighth grade game periods and the seventh grade group activities during the first semester were permissive with individuals given greater latitude in choosing their own activity and playing with the group or by themselves. The rules in force were those applying to general school regulations regarding fights and destroying property. Certain activities, such as the eighth grade physical education period and the seventh grade art class, began as highly structured and individually accomplished activities and tended to become, during the latter months of the first semester, a group endeavor with less structure imposed by staff and greater control determined by the group itself.

A number of general techniques were used to facilitate behavior management throughout the year. Probably the most frequently used technique was that of making explicit the expectations and limits for various activities during the day. Discussions with individuals and groups were frequent before, during and after an activity, especially at the beginning of the school year. Specific times were planned during the year's schedule when behavioral expectations and limit setting were prominent items on the agenda. For example, the school visit scheduled prior to each pupil's entrance into the program was used to establish major ground rules at the very outset of the year. Each six-week reporting period was used as a time to review, with pupil and parents, the progress in behavior adjustment and control and as a time to set goals for the next six-week period. As noted on the seventh grade schedule for the first semester, a "group evaluation" took place at the end of each day in which teacher and pupil discussed individual and group behavior.

If a pupil was not able to tolerate classroom rules or if he was unable to abide by school regulations, he might be asked to leave the classrooms to study by himself, preferably in a study carrel in the library. In the event of a crisis situation, where a boy lost control altogether and became physically assaultive, the teacher would attempt to restore order, using physical restraint if necessary, and either seat the pupil at his desk or remove him from the room. Depending upon the activity and/or the availability of the aide to take charge of the class, the teacher might talk with the pupil once he had settled down. Emphasis at this point was upon the circumstances leading to the episode as well as what could have been done to handle the situation better or avoid it altogether.

Frequently, the aide, counselor, or principal might be called in to assist in restoring order and to discuss the event with the pupil. In all severe crisis situations requiring imposition of staff control, one of these three supportive persons would be summoned by a pupil not involved in the situation. Providing immediate and consistent back-up support to both teachers was not always successful. For the aide--the primary source of support in crises--might be engaged in activities with the other class in a location far removed from the class with the crisis. If it became necessary to remove a pupil from the classroom, one of the staff might sit with him to discuss the situation or to facilitate the restoration of controls by silent presence or by engaging the pupil in a novel task to dissipate distracting preoccupations or anxiety-provoking fantasies. In situations involving a breach of school regulations, an appearance before the principal in the presence of the teacher or the counselor was frequently used. This was especially true of chronic problems with school rules where the purpose of the meeting would be to discuss the problem, reset limits, and point out the possible consequences of continuing unacceptable behavior.

The most serious of the behavior management techniques was that of suspension, or as sometimes labeled by pupils and staff, the "rest-cure". If a pupil persisted in breaking limits or rules either because of his inability to control his behavior or because of his need to act-out, the possibility of suspension was discussed with him either in private or in the group. For example, in the seventh grade group evaluation period at the end of the day, the recommendation of suspension for one of the pupils might be brought up by the teacher, classmates, or by the pupil himself and then discussed in the presence of the entire group. The purpose of a suspension period was made very clear to the pupil involved: the reason for staying away from school for a few days was to enable him "to think things over," "to pull himself together," to relax and consider the circumstances underlying his problem behavior. There were other equally important considerations in recommending suspension, including provision of a time for the class as a whole to contemplate its involvement in an individual's problems and its role in helping him make a more adequate adjustment. Additionally, a "rest-cure" for an unmanageable pupil granted the staff a respite during which it could assess disturbing symptoms and study alternative techniques.

The authority to impose suspension on an individual was given to the teacher with the understanding and support of the principal. The fact that a teacher had the authority not only to recommend but also to impose suspension probably served to enhance overall teacher effectiveness in maintaining control. The fact that as much as possible the punitive aspects of suspension were removed probably enabled many of the boys to see its usefulness and to benefit from the "rest." After the decision to suspend a pupil, the counselor usually telephoned parents to explain the action and to plan a supportive milieu for the home.

Another aspect of behavior management was that of stressing preventive measures with each pupil. Thus, pupils were helped to recognize the aura of an acting-out episode so that they could prevent loss of control both in the special and the regular classroom. Identifying people and situations that frequently led to difficulty was stressed in many of the discussions. The means of coping with anxiety or anger in the classroom setting varied with individual pupils. Some requested to talk it out with teacher, aide, or counselor. Others asked for release from the activity as, for example, pupils attending regular classes privately requesting an "intermission" to avoid a blow-up with needling classmates. If the situation allowed for pupils' choice of activity (e.g., seventh grade group activity or eighth grade game period), boys could rather easily work out their anger or walk off their anxiety without disturbing classmates or disrupting the program.

Counseling

Labeled a re-educational and rehabilitative endeavor, the program intended that the total experience of pupils would lead to combined educational and therapeutic gains. Hopefully, all aspects of the curriculum would focus on academic achievement, behavioral adjustment, and more adequate interpersonal functioning. With this in mind, academic subjects were taught as much to increase knowledge as to remotivate pupils in the school environment. Activities were planned not only to balance a schedule and provide outlets for pent-up feelings but also to offer optimal conditions for behavior growth and peer interaction. Thus, the majority of techniques and methods described in the previous three sections on curriculum, group activity, and behavior management were all part of a psycho-educational design aimed at the rehabilitation of emotionally handicapped pupils.

Together with the opportunities provided for learning, relating, and behaving, there was opportunity for pupils to talk, reflect, and evaluate with reference to themselves. Efforts in this regard were not considered formal psychotherapy--many of the pupils had been or were in therapy through community resources--but were more appropriately labeled counseling. The major responsibility for providing counseling became, at least in practice, that of the teachers rather than the counselor. Innumerable opportunities arose both in and out of the classroom for pupils to confront their teachers with problems and questions that forced both to assume a counseling relationship. In the description of behavior management and particularly in crisis situations, the teacher was frequently depicted in the role of on-the-spot counselor who, in such circumstances, tried to offer the pupil support, explanation, exploration, and suggestions. A more usual occurrence, however, involved no crisis at all. Rather, in the course of a day's work in the classroom, the teacher and individual pupils spent as much time discussing behavior, attitudes, interests, and learning as they spent in the formal process of instruction and learning or in a tussle over behavior management.

Over and above the spontaneous counseling activities just described, regular and specified times of each day were also set aside for counseling by staff members. For example, the first period of each day (described in the schedules as "arrival-plans-discuss") was used by both teachers as an opportunity for group counseling. It was at this time or somewhat later in the morning that the eighth grade teacher usually scheduled discussions with his class, using either a lecture or selected readings to stimulate verbal interchange. The schedules also indicate that the seventh grade teacher used the last period of each day for "group evaluation" although it should be pointed out that this was more consistently maintained during the first semester than the second. At this time pupils were encouraged to talk about their behavior for the day just completed and to assess group behavior. Two techniques were used to facilitate the group discussions: an honor roll for which pupils were recommended by themselves and by the group for academic and behavioral performance, as well as a self-evaluation sheet (described in Appendix C) on which pupils rated their own behavior at the end of the week.

As indicated in the previous section, behavior was a frequent topic in group discussions. Thus, it was pointed out that shadow-boxing could be disruptive in the classroom but might be tolerated on a field trip and would be welcomed during the physical education period. Often the major intent of counseling with both groups was to keep pupils focused on the reality of their behavior and to discourage whatever distortions, denials and rationalizations they might present. With certain boys this confrontation with reality seemed an essential task if progress was to be made in any area. Their perceptions of the effects of their behavior both on themselves and on others had become extremely discrepant with the judgments of teacher, classmates, and parents. Specific issues were perhaps commonplace as, for example, whether or not an assignment was completed, who and what had started the fight, or why there was an inability to attend and concentrate. Nevertheless, the frequency and depth of defense over such incidents indicated the involvement of faulty perceptions in past school difficulties and current problems. The obvious need to make a consistent effort to realign pupil perception resulted in the daily emphasis on reality-oriented counseling and group discussion within the classroom.

The counselor met with the individual pupils primarily on request although one pupil was seen on a twice-weekly basis for several months and others were seen once a week for shorter periods. In addition, toward the end of the second semester the counselor and aide conducted group counseling sessions in the eighth grade with the primary focus on classroom interaction and future school placement. On several occasions these group sessions were also conducted with the teacher in attendance. It was observed that these particular sessions proved to be among the more fruitful in terms of greater pupil involvement and focus on topics.

Parent Involvement

From the outset, the cooperation of parents and close contact between home and school were considered essential. During both years of the program, large group conferences or "PTA Meetings" were scheduled and parents were encouraged to attend. The nature of the parent meetings was informational in that different aspects of the program were explained (remedial instruction, behavior management, integration into regular classes) and general topics were discussed (learning disability, discipline problems, reporting to parents). During the year of the demonstration project, however, only three parent group meetings were held, in October and November 1964 and February 1965.

Individual conferences with each pupil's parents were held frequently. These were usually scheduled on a routine basis at the end of each six-week marking period using the Report to Parents (Appendix C) as an outline for discussion. The purpose of the conferences was to review academic and behavioral progress of pupils as perceived by teachers, staff and parents, and to adjust expectations and goals for the subsequent six-week period. These routine conferences were always led by the teachers with the counselor frequently present. In addition, informal conferences with either the teachers or counselor were requested by parents, particularly at the beginning and end of the year.

Other variations of the parent-school conferences included small group meetings involving special teachers, counselor, parents and one or more of the regular teachers after a pupil had been integrated into regular classes. Depending upon the major topics for discussion, some conferences were scheduled among parents, special teacher, counselor, and pupil. This latter technique was found especially useful when a major change in placement was being discussed as well as when pupils had expressed or demonstrated inconsistent management or distorted communication between home and school.

The majority of parents not only cooperated by attending scheduled conferences but also supported the total effort on their sons' behalf and were generous in offering their services. During the first year of the program, for example, an attempt was made to use parent-aides on several of the early field trips. Unfortunately, it was discovered that this was something of a mixed blessing. The presence of a particular mother might have devastating effects upon the behavior of her son although, at the same time, be quite beneficial to the general management of the other boys. Probably because of such experience on field trips, further parent involvement in this direct manner was discouraged during the project year.

In other areas, however, the services of parents were frequently requested, particularly to provide transportation and supplementary instructional materials. The former became necessary when certain pupils were scheduled for regular classes either at the beginning or end of the school day. As noted in the classroom schedules in the appendix, the program extended from approximately 9 a.m. to 3 p.m. although the school schedule began at 8:30 a.m. and ended at 3:30 p.m. Transportation services for pupils living outside the school boundaries were unable to meet school schedules however. When a pupil had been recommended for a regular class in the first or last period, his parents were called upon to transport him to or from school. (Although the 9-to-3 program resulted from transportation arrangements and created minor difficulties, this schedule also avoided the commotion and confusion usually associated with the arrival and departure of an entire school population.)

The supplementary instructional materials, also partly provided by parents, were mainly programmed learning texts as well as other workbooks that pupils preferred to call their own. It was observed, for example, that the boys received little or no benefit from these materials unless they were allowed to make overt responses to items by writing in the books. For this reason, coupled with the economics involved, parents were again approached and requested to buy recommended workbooks or make at least partial reimbursement for programmed learning materials.

Integration

Although the project relied upon a self-contained class situation within the larger setting of a regular junior high school, emphasis was always placed upon integration within the total school program. Classrooms used for the project were situated in the main stream of the school's activities and adjacent to regular classrooms. The seventh grade classroom, for example, was actually a conference room located in one corner of the library; the eighth grade classroom was also a converted conference room situated among the industrial arts shops and classrooms.

From the staff's point of view and probably from the pupils', one of the most significant aspects of the curriculum was the policy of integrating pupils into regular classes as they proved themselves ready. This was a continuous process that occurred throughout the year, usually at the end of each six-week reporting period. The teacher initiated the procedure for integration by recommending placement of individual pupils in selected classes one or two weeks prior to the date for reporting to parents. Preliminary discussions were held with the special teacher, the prospective classroom teacher, the principal, and the counselor. The selection of an appropriate regular classroom involved an appraisal of teacher understanding, skills and attitudes with respect to the particular pupil entering his class. The staff also assessed the pupils in the regular class with respect to their ability and achievement levels as well as the general atmosphere and personality of the class. In approaching a regular classroom teacher to discuss the entrance of a new pupil, the teacher and principal suggested that the newcomer be handled like any other member of the class. In addition, the program staff at the school offered immediate support and backup concerning any questions or problems that the regular teacher might encounter. It was also made clear that a candidate for a particular class would be on probation. Should the pupil not prove himself ready and able to handle academic and behavioral expectations, it would be inadvisable for him to remain in the regular classroom.

Resistance to accepting a pupil from the special program was rarely observed in the attitudes or behavior of other faculty members, if at all. However, the initial reaction of many regular teachers--as expressed by them later--was often one of anxiety bordering on fear. The teacher's primary concern when first approached seemed focused on his ability to cope with unpredictable problems associated with the label of "emotional handicap." After several days with the pupil in the classroom, most teachers indicated more than acceptance, as expressed in such statements as "Iwish I had more like him." There were, of course, several boys who proved unable to maintain an acceptable performance in a particular regular classroom and they were returned to the special program after consultation between the regular and the special teachers.

The earlier section on curriculum mentioned the effects of the integration process upon the program. This referred to conditions especially following the start of the second semester when all the pupils were attending at least one regular class and several had become integrated full-time into the regular program. The abrupt shift in the program at the semester break from a self-contained class to a tutoring and backup situation required considerable adjustment on the part of the two project teachers. However, the process of placing pupils in selected regular classes had apparent positive effects in terms of motivating return to the regular program and facilitating staff appraisal of pupils' readiness to separate from the special class on a full-time basis.

During the final two months of the school year, formal and informal staff discussions were devoted to planning for placement during the summer and for the following academic year. The teachers, aide, counselor, principal and consulting psychiatrist were all involved in preparing recommendations for each pupil with respect to continuing in the program or returning to regular programs. At this point, the counselor assumed responsibility for carrying out placement plans as project coordinator. End-of-the-year conferences were held with parents in the presence of the teacher and the project coordinator and sometimes the pupil, to discuss alternative placements. Procedures were outlined for each pupil to return to his home school, to enter the regular program at the project school, or to remain in the special education program continuing at the project school (classes for pupils with a variety of handicaps). Several boys were encouraged to participate in summer courses, both to enhance academic achievement as well as to promote the transition into regular classes. During the summer months, the project coordinator arranged and attended conferences with parents, pupil personnel staff and counselors at other schools to determine and effect an appropriate placement for each pupil.

RESULTS: PUPIL ASSESSMENT

Selected Pupil Characteristics

A total of forty candidates were referred for placement in the program by pupil personnel workers using the identification criteria. Thirty-four of this number were then referred to the evaluation and placement team for comprehensive review and evaluation. Eighteen boys were placed in the program although a slightly higher number was recommended for placement

In view of the fact that all thirty-four boys demonstrated learning problems at the time of referral to the program, it is interesting to note that the majority of boys achieved I.Q. scores at the average or above-average level determined by individual psychological evaluation. Table 1 shows the distribution of intellectual level for the thirty-four boys evaluated and the final eighteen selected for the program.

TABLE 1

Distribution of Intelligence Quotients

I.Q.	Classification	Evaluated	Placed
120 - 129	Superior	1	0
110 - 119	Bright-Normal	8	4
90 - 110	Average	16	9
80 - 89	Dull-Normal	9	5
		34	18

Previous school placement (major part of the year) of the eighteen boys in the program is presented in Table 2. In elaborating the figures in the Table, it should be pointed out that four of the five pupils in Special Education were in this program during its first year (1963-64). The placement in Private School for one boy was supported by state aid to the handicapped.

TABLE 2

Previous School Placement
(1963 - 1964)

Placement	Number
Regular Program	6
Special Education	5
Catch-up*	4
Private School	2
Residential Treatment Center	1

*Elementary school program for emotionally handicapped under the auspices of Pupil Personnel Division. (cf. Popenoe, 1965)

Reference has already been made to the finding that many of the pupils were of the "thick chart" variety. In several cases, diagnostic evaluations dated from the kindergarten and first grade years. In association with this, only seven of the eighteen pupils had continuously attended a regular school program prior to placement in the project classes in September of 1963 or 1964. Five boys had been in the catch-up program (referred to in Table 2); one had been in a special education class for pupils with specific learning disabilities; two were in private schools; and three had been in residential treatment centers.

The list of psychiatric and educational diagnoses received by pupils as a result of previous or current evaluations is a long one. One boy, for example, had obtained a multitude of diagnostic labels including mental retardation, autism, childhood schizophrenia, and chronic brain syndrome. His case undoubtedly had represented an extreme problem in differential diagnosis; however, other pupils had also proven difficult to categorize, particularly with reference to the primacy of learning problems or emotional problems. Table 3 indicates the incidence of four major psychoeducational syndromes in the group as determined by current evaluations.

TABLE 3

Distribution of Diagnostic Categories

Syndrome	Number
Primary Reading Retardation	6
Minimal Brain Damage	8
Neurotic Acting-out	10
Schizoid, Schizophrenic	2

Some pupils have, of course, contributed more than once to the summary in Table 3 because they obtained more than one primary diagnosis. Secondary diagnoses or "associated with" labels are not represented in Table 3 and are best presented in descriptive form. Three of the primary reading retardation group, for example, appeared disturbed chiefly in reaction to their learning problems and concomitant inability to meet the academic expectations of home and school. The other three in this group demonstrated adjustment problems of such a degree (with other etiological factors in evidence) that they are also included in the figures for the neurotic acting-out group.

Of the eight boys in the minimally brain damaged group, only three obtained achievement test scores which were appreciably out of line with their intelligence test scores (two of these were also considered primary reading problems, the third was also diagnosed as schizoid personality). The remaining five in this group, however, all revealed severe problems in the area of interpersonal relationships. This was particularly true of peer relations, which seemed one of the critical factors in disrupting their classroom performance, another being a lack of control over impulses, stimuli or frustration. In contrast with the educational characteristics usually attributed to the minimally brained damaged child, two of these five had rarely demonstrated academic difficulties as measured by standardized achievement tests during previous years. During the project year, their achievement test scores were above expectations from grade placement and intelligence test scores. Their performance, however, was easily impaired by emotional and social factors.

In the group of ten neurotic acting-out boys, two appeared truly "school-alienated" and perhaps handicapped by socio-economic factors. Two were from bilinqual families and earlier language problems were partially causative in their school disturbance although relationship problems in the family were also severe.

Because of the basic orientation of the program--i.e., that it be primarily educational in nature and not a psychiatric or psychotherapeutic endeavor in and of itself--it was expected that many of the pupils would have received or be receiving psychotherapy from community resources. The data in Table 4 indicate the involvement of pupils and their parents in this regard.

TABLE 4

Participation in Psychotherapy

Conditions	Number
Therapy in past and terminated	8
Therapy in past and continuing	2
Therapy for the first time	1
Evaluation only prior to a previous special program	4
Evaluation only prior to this program	3

Pupil Progress

Placement: Perhaps the most appropriate measure of pupil progress is in terms of the expressed goal of the program: return to the regular classroom. As mentioned previously, pupils were gradually integrated into the regular program throughout the year. Table 5 shows end-of-year (June 1965) status of the eighteen boys with regard to their attendance in regular classes.

TABLE 5

Integration of Pupils in Regular Classes
(June 1965)

Condition	Number
Total Integration: regular program	2
Partial Integration: three or more regular classes	8
Limited Integration: one or two regular classes	5
Home Instruction: pending placement	3

Table 5 indicates that fifteen of the original eighteen pupils were active in the program at the end of the academic year. Of the three boys placed on home instruction in June 1965, one had moved (October 1964) from the geographic area served by transportation facilities available to the project and neither he nor his parents wished to continue in the special classes. They had expressed the hope that a new neighborhood and school would allow a change for the better in the boy's achievement level and behavior. During the subsequent months in a modified program at the new school, however, several acting-out episodes occurred while the pupil regressed to his previous defiant attitude toward school tasks and personnel. Alternate placements were considered, including return to the project, but these were determined inappropriate, not available or undesirable. Finally, after several suspensions which proved ineffective in modifying his behavior problems, a home instruction placement was made to provide tutoring while school personnel (pupil personnel worker with assistance of the project coordinator) explored psychiatric and educational resources.

The remaining two pupils who were pending placement at the end of the year had also presented problems in locating an adequate and appropriate educational program although each arrived at his home instruction status by a somewhat different route. One boy had been in the program during the previous academic year although his placement in April 1963 had been viewed as temporary and a "holding situation" pending transfer to a residential treatment center. During the first semester of the project year, moderate progress was seen in the first six-week period. However, marked deterioration in behavior occurred during November, December, and January in terms of destroying school property and physically assaulting himself and others. His transfer to home instruction at the beginning of the second semester was both a protective measure as well as a catalytic effort to speed the process of residential placement (accomplished by September 1965).

The third pupil was a seventh grader enrolled in the project school who was referred for special class placement during December 1964. He had been accepted by the evaluation team and instructional staff for entrance into the seventh grade class near the outset of the second semester. However, he was unable to accept the special class placement and remained in the regular program. As a result, he was only occasionally involved in the special class activities. On the other hand, the project counselor and aide maintained consistent and supportive contact with him during the second semester. His eventual referral to home instruction services occurred in May 1965 following a series of suspensions and other circumstances similar to those with first pupil, who had moved to the new school.

Because these three pupils were clearly unable to profit from project methods and techniques, their diagnoses should be significant in furthering an understanding of the relationship between type of program and type of emotional handicap. The boy who was eventually placed in a residential treatment center was considered in the "schizoid, schizophrenic" category by both previous and current evaluations. The other two boys had both been students of the project school prior to placement in the special classes and were diagnosed in the "neurotic acting-out" group. They are further distinguished in the previous section on pupil characteristics as being the two who were "school-alienated" and perhaps handicapped by socio-economic status.

Table 6 shows the placement of the eighteen boys at the beginning of the 1965-66 academic year. The three boys who were on home instruction in June 1965 are now found in the following three categories: regular program, home school; special education program, home school; and residential treatment center. Although the table does not distinguish among "regular" programs, it should be pointed out that three pupils were in modified or specially designed classes developed at specific schools for their students (e.g., a pre-vocational ninth grade section or a semi-contained eighth grade for underachievers).

TABLE 6

School Placement
(September 1965)

Placement	Number
Regular Program: home school	8
Regular Program: project school	3
Special Education Program: home school	1
Special Education Program: project school	5
Residential Treatment Center	1

Achievement: Both teachers and the educational specialist administered tests to the pupils in October 1964 and again in June 1965 to determine progress in academic achievement. However, since some of the boys were not present for both evaluations, either at the beginning or at the end of the year, scores from the instruments were combined to give one estimate of achievement level in reading, spelling, and arithmetic.

The following tables show the average and range of scores for the fifteen boys enrolled in the program for the entire ten-month period. Average gain for each academic area is also noted in the tables. The Wilcoxin matched-pairs signed-ranks test was used to determine significance levels for the differences between October and June scores. For reading and spelling, the average gain was significant at the .005 level of confidence; for arithmetic, the difference was significant at the .01 level of confidence.

TABLE 7

Reading Achievement

	October 1964	June 1965
Average Grade Level	5.4	6.7
Range in Grade Level	1.8 - 10.1	3.3 - 10.6
Average Gain		1 year, 3 months

TABLE 8

Spelling Achievement

	October 1964	June 1965
Average Grade Level	5.1	6.4
Range in Grade Level	2.8 - 10.3	2.9 - 11.5
Average Gain	1 year, 3 months	

TABLE 9

Arithmetic Achievement

	October 1964	June 1965
Average Grade Level	6.1	7.4
Range in Grade Level	3.5 - 9.5	4.7 - 11.2
Average Gain	1 year, 3 months	

Table 10 presents an alternate view of academic achievement as well as integration into regular classes during the second semester. A summary of grades earned by individual pupils is presented in the table. Although the majority of grades were those received for work in the second semester only, some grades represent the final mark in a subject since several pupils attended certain classes during both semesters. As was true of the previous three tables, the data in Table 10 are based on the performance of the fifteen boys enrolled in the program through June 1965.

TABLE 10

Distribution of Grades by Classes

	English	History	Math	Science	Geography	Art	Shop	P.E.	Total	
A							1		1	A
B	1	1				2	6	5	15	B
C	3	1	3		1	5	2	6	21	C
D	2		1	1	1				5	D
Total in a class	6	2	4	1	2	7	9	11	/ 42 /	

Adjustment: In September 1965, questionnaires were sent to both parents of the fifteen boys enrolled in the program for ten months. The objective of this survey was to obtain an estimate of parents' perception of their sons' behavior during the preceding twelve-month period as well as their perception of the effects of the program. Table 11 is a summary of parents' responses to questions concerning pupils' attitude, motivation and behavior during the year in comparison to previous years in school. For the majority of items, percentages are based on the responses of 25 parents regarding 14 pupils.

TABLE 11

Parents' Perceptions of Pupil Progress

Item	Better	Same*	Same	Worse
Behavior in school	80%	8%	8%	4%
Attitude toward school	90%	4%	6%	
Motivation to learn	86%		14%	
Behavior at home	80%	8%	12%	
Attitude toward self	84%	4%	12%	
Attitude toward others	72%	12%	16%	
Playing with friends	76%	16%	8%	
Playing with siblings	64%	9%	27%	

*Responses were tabulated in this column when parents indicated there was no need for improvement in regard to the designated item.

In October 1965, follow-up inquiries were made of counselors and teachers working with the fifteen boys in their 1965-1966 placements. (Ten of the fifteen were now in the regular program.) Responses to questions concerning adjustment ranged from "He's failing in mechanical drawing..." and "We need a parent conference..." to "He's holding his own..." and "We wish we had more like him..." As a group, the boys were described as neat and courteous, having some friends but not popular. In terms of character traits, they were perceived as being usually dependable and honest. Counselors and teachers also saw the boys as generally motivated to work, requiring only occasional prodding; however, they were not viewed as highly motivated students who consistently completed assignments or who sought additional work. In terms of classroom initiative and influence, they were regarded in a relatively negative manner, perceived as conforming rather than creative and retiring rather than actively contributing.

Two Year Summary

As noted in several sections of this report, the demonstration project represented the final of a two-year pilot program. The descriptive data presented in this section are intended to give a more complete picture of program and pupil characteristics for both years.

Table 12 presents the number of pupils screened, evaluated and placed by the Diagnostic Center during 1963-1964 and by the evaluation and placement team during the 1964-1965 project year. The figures in the 1964-1965 column do not correspond to the numbers reported earlier: namely, that 40 candidates were screened; 34 were evaluated; and 18 placed. This discrepancy results from the fact that seven pupils enrolled during the project year had been referred and evaluated during the 1963-1964 year.

TABLE 12

Summary of Placement Activities by Year

Activity	1963-64	1964-65	Total
Screened	51	33	84
Evaluated	32	27	59
Placed	18	11	29

Tables 13, 14 and 15 are similar to three tables on pupil characteristics for the project year. Table 13 reports the distribution of intelligence quotients for pupils evaluated and for those placed during both academic years. Table 14 shows the previous school placement of the 29 pupils enrolled in the program during both years. The placements listed are for the year immediately prior to enrollment in this program. Table 15 summarizes the participation of the 29 pupils in psychotherapy.

TABLE 13

Distribution of Intelligence Quotients for Both Years

I.Q.	Classification	Evaluated	Placed
130 & above	Very Superior	3	0
120 - 129	Superior	5	2
110 - 119	Bright Normal	14	7
90 - 109	Average	26	15
80 - 89	Dull Normal	11	5
	Totals	59	29

TABLE 14

Previous School Placement for Both Years

Placement	Number
Regular Program	13
Catch-up Program	5
Special Education	1
Private School	6*
Residential Treatment Center	4

(*Private school placement was partially supported in five of the six cases by state aid for the handicapped.)

TABLE 15

Participation in Psychotherapy

Condition	Number
Therapy in past and terminated	7
Therapy in past and continuing	6
Therapy for the first time	6
Evaluation in past, prior to private school placement	3*
Evaluation in past, prior to special school program	4**
Evaluation for first time prior to entering this program	3

(*All three in private schools which offered programs for emotionally handicapped.)
(**Three of four were placed in remedial reading programs.)

Table 16 shows the distribution of length of stay in the program during its two year history. It should be added that four of the nineteen pupils who participated in the program for one year are currently continuing in the special education class at the project school (1965-1966). One of the four pupils enrolled for two years is also currently in this class.

TABLE 16

Length of Stay in Program

Length	Number
Less than 1 year	6
1 year	19
2 years	4

Table 17 summarizes school placement for the 29 boys as of October, 1965. Of the 16 pupils attending a regular program, seven had been in a residential treatment center or private school prior to entrance in the project. The other nine pupils were referred from the regular program. Of the three placed in residential treatment centers in October 1965, two had been accepted in the program on a temporary or holding basis. Two of the three pupils "withdrawn from school" in October had come to the program from a residential setting where they had been placed by court order.

TABLE 17

Placement of the 29 Pupils: October, 1965

Placement	Number
Regular Program	16
Special Education: Project School	5
Special Education: Home School	1
Residential Treatment Center	3
Home Instruction: Pending Placement	1
Withdrawn from School	3

DISCUSSION: PROJECT OBJECTIVES

Design and Development

The staff was generally in agreement that progress had again been made in program design and development. Issues and problems in curriculum have become better defined and more manageable as evidenced, for example, in the adaptation of several subject areas (notably art, physical education, and science) to meet both the educational and psychological needs of pupils in the program. The use of programmed materials was judged highly effective by the teaching staff as a means of individualizing the instructional program, as an aid in motivating many of the pupils, and as a response to pupils' and parents' request for homework. There was evidence of development and refinement of methodology in other areas as well: classroom management, educational counseling, integration into regular classes, and utilization of group techniques in modifying behavior and attitude. The fact that 15 of 18 boys had progressed through the program from September to June--as compared to 12 of 18 the previous year--indicates general improvement in the screening and placement process.

Additionally, efforts were made to facilitate possible expansion of the program for emotionally handicapped within the existing structure of the special education framework. The referral and placement procedure, for example, was altered to closely approximate that used for other special education programs with the exception that a multidisciplinary evaluation team was used in the placement process. The administrator and the coordinator of the program were both involved in revision of the Pupil Progress Report (cf. Appendix C) used by all teachers of special education classes so that this report would also be an effective instrument for assessing progress of emotionally handicapped pupils and communicating with other teachers. In two summer workshops (one for principal-administrators of special education classes and one for school psychologists), a summary of the program was presented as one means of disseminating procedures and techniques which could be used by school personnel in providing for emotionally handicapped pupils in other special programs as well.

Referral Procedure: Despite a feeling of progress in developing a program for emotionally handicapped pupils, there are many areas involving procedures or operation where the program was unable to move forward or even maintain a satisfactory status quo. In assessing referral procedures, for example, two major weaknesses can be identified. The first concerns the lack of a set procedure in screening, evaluating, and placement. Perhaps this resulted from the dissolution of the Educational Diagnostic Center as of June 30, 1964 immediately before the anticipated involvement in the screening and evaluative procedures. The first formal staff meeting of the evaluation and placement did not occur until August 12, 1964, less than a month prior to school opening. However, it should be pointed out that the evaluation staff was identical to that of the Diagnostic Center with one or two exceptions. Whatever the reasons, the program staff did find itself operating under conditions similar to those existing during the first year of operation. Namely, with the pressures of meeting required deadlines for opening day in a large public school system, the staff attempted to provide effective services to pupils entering and leaving the program within an extremely limited time span.

A second and perhaps more significant problem was the lack of teacher involvement in the initial screening and placement process. By the week prior to beginning of classes, 16 pupils had been cleared for placement by the evaluation team although the instructional staff had not yet reported back from summer vacation. Because seven of the pupils had been in the program at the end of the previous year, the seventh grade teacher had been involved in planning and placement procedures of four pupils in her class for the project year. However, the eighth grade teacher, new to the program, was essentially confronted with eight pupils and given a week to become acquainted with his class by means of the written and oral reports as well as by school visits. One recommendation stemming from the above comments is that screening and placement functions should be scheduled much earlier in the calendar year and, if at all possible, completed by the end of the previous academic year.

Program Rationale: The development of program rationale and orientation has also been furthered during the project year, particularly by attempting a more adequate definition of the nature of the program in comparison to others. As many authors have pointed out, the primary business of a public school system is education. The major objective of this project for emotionally handicapped pupils has also been educational in nature and specifically stated: "to enable or facilitate pupils to return to the regular classroom and maintain an acceptable level of performance there." At the same time, however, the means to this end were frequently not altogether educational--at least in terms of a public school definition. Thus, in the curriculum practices employed, academic achievement was often given secondary or tertiary consideration. Primary emphasis in activities, techniques and methodology was routinely placed on behavior management and learning of behavior controls in a variety of school situations as well as learning how to relate comfortably and securely with classmates and teachers.

In many respects, this classroom orientation on behavior and relationships runs counter to the classroom program for most junior high school students where academic preparation is of major concern. The emphasis upon behavior and relationships in this program, however, has always appeared to be an obvious and necesaary prerequisite for more formal academic instruction and learning.

With regard to this same dimension of a "behavior and relationship curriculum," the program stands in contrast to certain other special classroom programs for emotionally handicapped pupils. For example, there are some programs which are based on the principal of "management of behavior through learning" (Popenoe, 1965), and which feature academic interventions as necessary and sufficient conditions of behavior modification. It is apparent that provision of appropriate and adequate learning conditions will alleviate the disturbing behavior exhibited by many pupils who are confronted with classroom demands well above their ability or skills or motivation. However, and with particular reference to the adolescent, it seems equally apparent that many handicapped pupils will not respond to an appropriate academic program without first having experienced an appropriate "behavior and relationship curriculum."

A similar argument can be made with respect to those school programs which meet the learning disabilities of emotionally handicapped pupils through establishment of structure and limits in the management of behavior (e.g., Cruickshank et al, 1961; Haring and Phillips, 1962). A classroom environment which provides "control from without" in the special program does not necessarily lead to "controls from within" in the regular program where relationships with peers and adults may trigger chronic frustrations, anxieties and anger.

Associated with this, greater emphasis on group activity and techniques seems to be both desirable and necessary. It has been suggested that many classes and programs for emotionally handicapped pupils depend basically upon one-to-one instruction or individual tutoring in the group setting. However, the majority of pupils presenting "disturbing" symptoms in public schools are usually those that are unable to perform in the small and large group settings of the regular classroom or school. If the primary objective is to enable these pupils to return to the regular classroom and school, then it would seem imperative that more group techniques be developed and become part and parcel of educational programs for emotionally handicapped children.

Description and Evaluation

The project year has allowed a more adequate description and evaluation of the program as compared with the previous year. However, because of increased efforts at description an inevitable result has been the discovery of more questions than answers. A specific instance of question finding occurred with reference to the two project classrooms, which apparently represented two separate programs. In an earlier section, it was observed that one of the major differences between the seventh and eighth grade classes was the emphasis placed upon group instruction and activities, as intended by the two teachers. With reference to pupil characteristics further differentiation seems indicated after inspection of test and clinical data. Since pupils were placed in the respective classes primarily on the basis of previous grade placement, it would be expected that the classes would differ in terms of average chronological age and this was indeed the case: 13 years, 10 months for the seventh grade; 14 years, 9 months for the eighth grade as of June 1965. A more significant finding, however, was an inferred difference in terms of personality and "learning characteristics."

Diagnostic impressions of the eighth grade boys tended to fall into the neurotic acting-out category (seven of eight) whereas in the seventh grade group the diagnoses of primary reading retardation and/or minimal brain damage occurred more frequently (seven of ten). As observed at one point in the year "control problems" seemed more frequent in the seventh grade, and "adjustment problems" more frequent in the eighth. In terms of Quay's paper (1963), it does not seem apppriate to label the seventh grade as "withdrawn or personality problem" class because, although highly anxious, this group also contributed its share of acting-out and explosive behavior. On the other hand, the eighth grader did perhaps fit his description of the "conduct problem" child, at least in terms of the criteria for his third category (acting-out neurotic).

Partial support for these observations is found in the results of the group-administered California Test of Personality. The eighth graders' responses to this test indicated greater social maladjustment and specifically more "anti-social feelings" than did the responses of the seventh graders, who were rated within average limits. (While noting differences in personality, it should be pointed out that there was remarkable similarity between the two classes in terms of gross intellectual measures. Average I.Q. scores for each grade were nearly identical on both the Peabody and the Wechsler: for the seventh grade, 102 and 98 respectively; for the eighth grade, 102 and 97 respectively.)

Assuming the above observations and inferences to be valid, there may well have been a relationship between teacher orientation regarding group vs. individual instruction and the type of pupil found in each class. In other words, did the group activities for the seventh grade, as described in the section on procedures, prove feasible and effective because of the "average" pupil in the class? Would similar emphasis upon the group dimension in the eighth grade have achieved the same results in view of the apparent differences in pupil characteristics? Were students assigned to the two classes on a basis other than "previous grade placement" and perhaps because of a teacher-pupil matching process or because of pupil similarity? If so, what were the dimensions or variables involved in classroom assignment?

There was at least clinical evidence for some kind of an interaction effect between teacher and/or class on the one hand and pupil placement on the other. For example, after the first six weeks reporting period, two boys exchanged classrooms at the request of the two teachers, both of whom stated in effect that they were not helping the pupil and the pupil could not benefit from the class. On the other hand, both teachers' indicated an interest in the other boy and predicted better adjustment following an exchange of pupils. It is interesting to note that each pupil did make a more successful adjustment in his new class--for the remainder of the year. The boy who transferred to the eighth grade was characterized as a neurotic acting-out youngster, the boy who transferred to the seventh grade was minimally brain damaged and frequently "lost control" in reaction to the gibes of his peers.

Evaluation: The efforts at pupil and program evaluation, though more adequate than in the previous year, were neither as objective nor as systematic as they could have been. In the initiation and operation of this school program, however, the investigators have encountered continuous confrontation with the choice between "making the program go" and planning for rigorous assessment. The decision to slight evaluation planning for the benefit of program and pupil planning seemed justifiable at an earlier date when the investigators projected the probability of having a more adequate assessment program than operational program. From the present advantage point of time, which bestows hindsight, it is obvious that a more adequate resolution of the evaluation-operation dilemma should have been made.

Beyond the obvious need to provide more pre- and post-testing of significant pupil variables, there are a number of proposed techniques to evaluate the process of change over time in both pupils and program. The "hierarchy of educational tasks" proposed by Hewett (1964) offers a ready-made schematic framework for assessing pupil progress along a continuum extending from emotional impairment to academic involvement. Utilizing the identical model but focusing on curriculum activities or teacher-pupil interaction--possibly by inspection of weekly schedules of by systematic classroom observations--one should be able to plot and record the development of a program through such steps as relationship concerns, behavior management and motivation emphasis, academic and remedial efforts, and eventual integration into the regular program.

The use of role-playing techniques as a means of eliciting pupil response in a variety of situations would seem to have merit not only in furthering the assessment of pupil progress but also in supporting the total re-educative process. Additionally, in a recent review article concerning developmental sequence in small groups, Tuckman (1965) proposes a model for four general stages of development which could be adapted to evaluate group process and progress in educational programs for the emotionally handicapped.

Specific Objectives

(1) "Develop a classroom program consistent with the learning characteristics or pupils in the program by obtaining a comprehensive psychoeducational evaluation for each individual, by exploring the relationship between anxiety level and response to programmed learning materials, and by identifying remedial procedures and techniques that correspond to assets and liabilities in learning aptitude."

Although fairly comprehensive psychoeducational assessments on each pupil were obtained by means of clinical evaluations, one has to question the utility of such information for teacher application. Certainly adequate diagnosis should precede educational placement. However, once pupils are identified and placed in a program for emotionally handicapped, what personality dimensions or "learning characteristics" are most meaningful for educational programming? At this point, after a brief venture with a limited number of pupils, a great deal of merit is seen in using a diagnostic framework such as that proposed by Hewett (1964) since the implications for classroom programming are built into his model. However, certain alterations are suggested by classifying the hierarchial tasks by major area of focus--interpersonal, behavioral, motivational or academic--and place greater stress upon peer relationships to supplement what is outlined concerning the teacher-pupil interaction. In a similar vein, the schematic model presented by Bateman (1964) provides both a diagnostic and remedial framework for the learning disabilities frequencly associated with emotional handicaps.

Programmed Materials: One quite specific objective of the demonstration project concerning "learning characteristics" was to investigate the relationship between anxiety and response to programmed learning materials. This developed in reaction to the recommendation of Quay (1963) for application of the Spence-Taylor theory with the "personality problem" pupil. Admittedly, the measure of anxiety employed in the project was the Test Anxiety Scale for Children developed by Sarason et al (1960) rather than the Manifest Anxiety Scale adapted for use with children by Castenada et al (1956) although the latter instrument would have been more appropriate for testing the Spence-Taylor and Quay hypotheses. Having noted this limitation to informal study and adding the limitation of numbers, there was a failure to find any clear-cut relationship between anxiety scores on the TASC and response to instruction by programmed learning techniques. On the other hand, the general effectiveness of programmed learning materials has been referred to earlier and is discussed below. Perhaps this is a finding sufficient to itself in view of the fact that Quay had originally proposed use of programmed learning techniques with that group of emotionally handicapped pupils characterized by their anxiety. The majority, if not all, of the pupils in the study exhibited marked anxiety on a clinical basis and the majority responded to programmed materials. In this respect, Connors, Eisenberg and Sharpe (1964) reported in their study on learning in emotionally disturbed children that both anxiety measures "bore no relationship to ease of learning" and suggested that the high level of anxiety in such a population may make it difficult to discover the usual anxiety effects found in experiments utilizing normal subjects.

In general, the use of programmed materials was judged highly effective by the teachers, not only as a means of individualizing the instructional program, but also as an adjunct in motivating many of the pupils. Some boys expressed, for example, their satisfaction in being able to perform on school tasks. Others appeared to revel in the feeling of "making progress" as readily observed in terms of frames or pages mastered. For others, however, the use of programmed instruction was probably less than effective and even detrimental to real progress. This was true especially for the boy who was tenuously motivated toward academic achievement and who could produce a stream of written responses in his workbook without awareness, involvement or learning. A further complication arose when teacher or counselor attempted to point out this reality of no involvement or limited gains in achievement. The pupil could always protest with his "reality" of endless pages of correct responses in a programmed text.

In addition, selected pupils were both able and eager to work in their programmed workbooks at home thus relieving the anxiety aroused by parents and siblings over lack of homework. Several boys and parents complained, for example, that younger siblings had homework in the evening and this had become a critical item of comparison within the family. Whether in response to parents' or pupils' needs, the use of "programmed homework" did appear to be another favorable intervention with a limited number of boys experiencing a select type of school-parent anxiety.

(2) "Involve a multidisciplinary team in all stages of pupil selection, appraisal and planning and establish effective means of communication between such a team and the working staff at the school."

Comment has already been made on the failure to bring the diagnostic and instructional staffs together for initial evaluative and placement procedures. During the year, however, meetings were scheduled at the school--first on a weekly basis, later at regular monthly intervals--in which diagnostic team, teachers and supportive staff could confer on individual pupils and program needs. Arranging these group conferences was a complex task, however, primarily because of necessary provisions for teacher substitution and conflicting schedules. In addition, it was observed that the total project staff was never able to meet as a group on any given occasion. One or more staff members were usually absent. After reviewing this procedure, one result has been to recommend the provision of time during the month for teacher and team conferencing--a minimum of one-half day--and release pupils from classes during the day if necessary. In this regard, a more realistic recommendation would state that teachers be freed from class assignments one-half day per week in recognition of the demands on their time for parent conferencing, planning, and consultation.

(3) "Provide for continuous supervision and support of the teachers by administrative and supervisory staff, diagnostic team and consultants and by utilizing a team teaching methodology."

The attempt to facilitate communication between diagnostic team and instructional staff through joint staffings rather than through liaison personnel represents one example of a concerted effort to provide continuous supervision and support to teachers. It has already been mentioned that the coordinator of the program, a school psychologist, functioned in the school as a consultant to teachers as well as a counselor for pupils. Because of the coordinator's dual role in the school and concomitant involvement with the success or failure of each boy, the teachers could experience shared responsibility and mutual concern for pupils with another staff member. In this regard, Krohn (1965) has described an analogous position of "counselor-supervisor" in the residential setting and has also provided a rationale for the employment of such a staff member to serve both pupils and teachers.

Consultants from outside the program were scheduled to meet with both instructional and administrative staff; however, an in-service training program--which had excellent potential because of the availability and caliber of the visiting consultants--was never formalized. Resources used during the year included educational specialists in programs for the emotionally handicapped as well as specialists in subject areas of secondary education (e.g., English and mathematics). The instructional staff also visited or attended several programs, workshops, and conferences during the year, although the opportunities in this aspect of in-service training were not systematically explored. The child psychiatrist on the evaluation and placement was scheduled routinely (once or twice a month) for individual and group consultation with the instructional staff. His services proved most valuable not only because of the psychiatric insight he provided for individual cases but also because of his experience and skill in consulting to educational programs for the emotionally handicapped.

(4) "Develop a program around a self-contained unit fully integrated within a regular junior high school with continuous and increasing integration of pupils into the regular classroom, thereby reducing cost of special programming."

The final specific objective--partially stated, to develop a "fully integrated" program within the junior high school setting--has been attained more effectively than other expressed goals. In terms of cost per pupil, the program has no doubt been an expensive one; however, utilizing the services and facilities available within the regular school building has obvious economical implications. The hope that gradual integration of pupils into regular classes would allow the project to serve more pupils was not realized. Rather with integration, the teachers expressed a need for more time, not a need for more pupils.

CONCLUSIONS AND IMPLICATIONS

Perhaps the happiest conclusion from this project is that two public school classes for emotionally handicapped pupils could start from scratch and develop into an effective operational program in the judgment of pupils, teachers, administrators, and parents. Such a result implies that there is a systematic body of knowledge already in existence which can be utilized in the design and development of educational programs for the emotionally handicapped.

The situation is even more heartening because the literature is currently expanding at a rapid pace (Long, Morse, and Newman, 1965; Morse and Rabinovitch, in press), the area is attracting greater interest and resources, and teacher-training institutions are expanding or initiating programs for specialization with the emotionally handicapped. The interest expressed in this project along during 1964-65 was particularly encouraging since inquiries and requests for information came from such diverse sources as local public school systems, regional and state departments of education, colleges and universities, psychiatric treatment centers, and a special education institute in South India.

In the past eighteen months, as in the previous year, the project staff has examined and developed rationale, methodology, techniques, materials, and equipment while operating an educational program for emotionally handicapped pupils. This report has presented a description of program procedures and findings as well as some thoughts and hunches which occurred along the way.

From the pupils' viewpoint, however, it is likely the program was neither methodology nor technique but rather field trips and football games, making macaroni jewelry and dissecting delicacies, getting something out of school and getting into regular classes.

Perhaps "the program" has not been described at all. No mention nor rationale has been made of an annual Christmas party held at a teacher's home with gifts, ice cream, and cake for pupils and staff. There was no documentation of a thousand and one trips to a pet shop for tropical fish whose mortality rate defied scientific explanation. No report or interpretation was made of a mother's drowsy but urgent early morning phone call to a teacher at home . . . "are you sure the grocery list is four squids, a snake, and an octopus?" Neither a description nor a reinforcement hypothesis has been offered for a boy's return and welcome into a regular seventh grade English class . . . . "it's good to have you back; we haven't seen you since the second grade."

With reference to further development of the program, there is an acute awareness that a great deal needs to be done--in addition to granting "equal rights" to the girls and designing a vocational program to complement the academic. This awareness is no doubt greater now than at the end of the first year of operation.

Then, as now, the most gratifying conclusion has been that individual pupils, previously labeled failures, have succeeded and continue to succeed in the regular classroom in part because of something offered by this program. Any attempt to define that "something" meets with little success. As Morse has

suggested in many of his writings, success for the pupil has to do with what goes on between teacher and pupil. Call it relationship or rapport or mutual respect, it has often looked like a teacher's belief in his ability to help, met by a pupil's desire to believe in his teacher.

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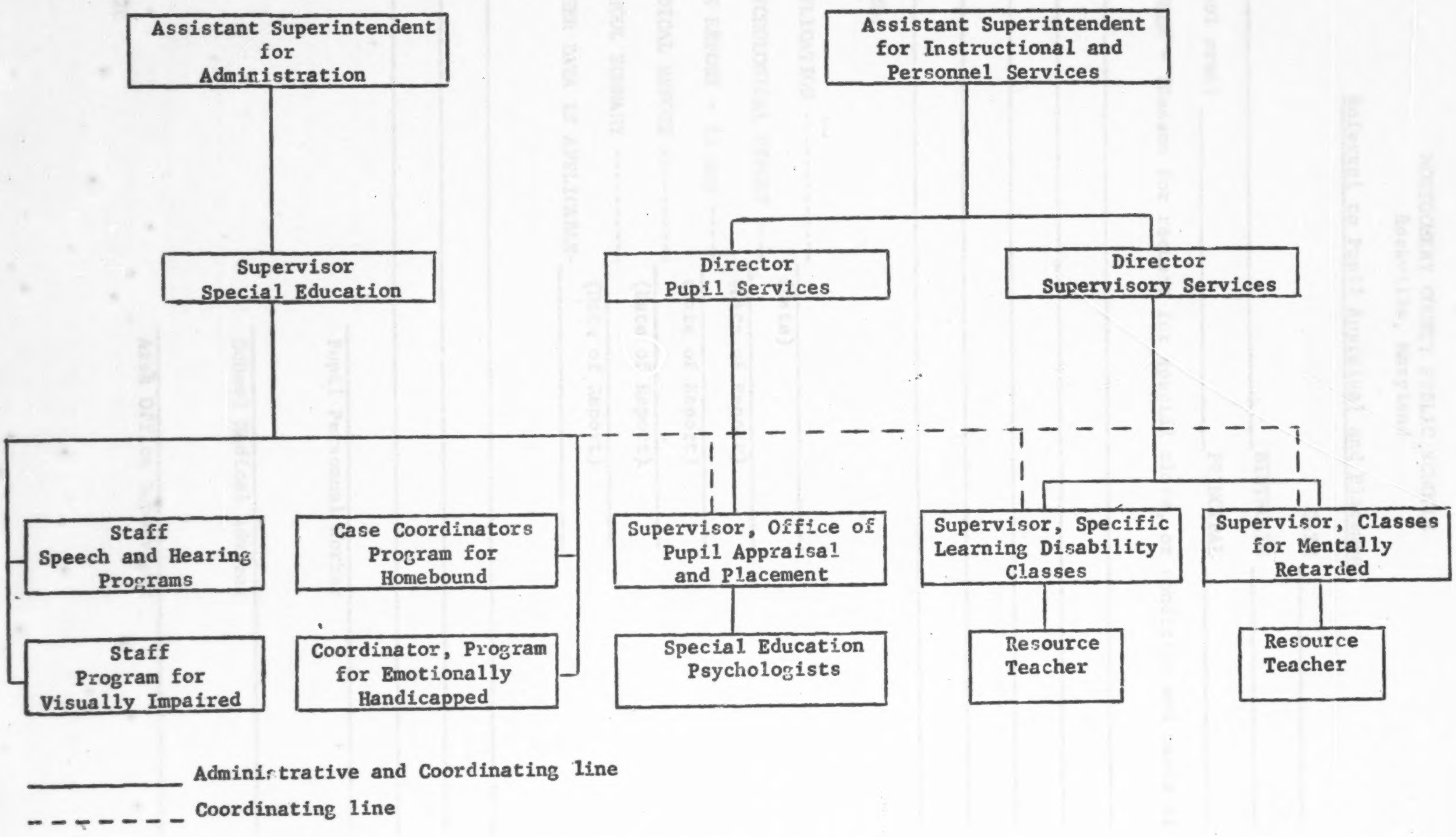
APPENDIX A

1. Organization of Special Education Programs
2. Referral to Pupil Appraisal and Placement
3. Application for Special Class Placement

FIGURE 2
ORGANIZATION OF SPECIAL EDUCATION PROGRAMS
1964-1965


Assistant Superintendent for Administration
Assistant Superintendent for Instructional and Personnel Services
Supervisor Special Education
Director Pupil Services
Director Supervisory Services
Staff Speech and Hearing Programs
Case Coordinators Program for Homebound
Supervisor, Office of Pupil Appraisal and Placement
Supervisor, Specific Learning Disability Classes
Supervisor, Classes for Mentally Retarded
Staff Program for Visually Impaired
Coordinator, Program for Emotionally Handicapped
Special Education Psychologists
Resource Teacher
Resource Teacher
Administrative and Coordinating line
Coordinating line

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Referral to Pupil Appraisal and Placement

DATE ____________________

PUPIL'S NAME ______________________________ **BIRTHDATE** ____________________

SCHOOL (or school area) ______________________________ **PRINCIPAL** ____________________

PRESENTING PROBLEM - (Reason for request for special class, or condition and needs of the child) ______________________________

____

____

____

____

RECORDS ATTACHED:

APPLICATION ------------- ____________________
(Date)

PSYCHOLOGICAL REPORT ---- ____________________
(Date of Report)

PHN REPORT - if any ----- ____________________
(Date of Report)

MEDICAL REPORT ---------- ____________________
(Date of Report)

SCHOOL SUMMARY ---------- ____________________
(Date of Report)

OTHER DATA IF APPLICABLE- ____________________

COMMENTS: ______________________________

____

____

____
Pupil Personnel Worker

____
School Medical Advisor

____
Area Office Supervisor

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MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

APPLICATION
FOR
SPECIAL CLASS PLACEMENT

PUPIL'S NAME ______________________________ BIRTHDATE ______________

ADDRESS ______________________________ HOME PHONE ______________

FATHER'S NAME ____________________ OCCUPATION ____________ PHONE ________

MOTHER'S NAME ____________________ OCCUPATION ____________ PHONE ________

SIBLINGS - (Names and Birthdates) ______________________________

____

NATURE OF PUPIL'S HANDICAP OR PROBLEM ______________________________

____

____

FAMILY DOCTOR ____________________ ADDRESS ______________ PHONE ________

NAME OF SPECIALISTS OR CLINICS CONSULTED:

______________________________ ADDRESS ______________________________

______________________________ ADDRESS ______________________________

PREVIOUS SCHOOLS ATTENDED ______________________________

____

You have my permission to contact the professional people who have worked with my child in order to obtain any records, reports and/or recommendations which will be helpful in planning an educational program.

______________________ ______________________
Date Parent's Signature

COMMENTS ____

____

MAIL TO: ______________________________

____

____

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APPENDIX B

1. Weekly Assignment Specimen
2. First Semester Schedule: Seventh Grade
3. First Semester Schedule: Eighth Grade
4. Second Semester Schedule: Seventh Grade
5. Second Semester Schedule: Eighth Grade

PARENT SIGNATURE ______________________

NAME M.N.

DATE December 14 to 18

Period	Monday	Tuesday	Wednesday	Thursday	Friday
2 3	English pp. 323-326 Assignment p. 327	English p. 328 B-1-10 C-1-5	English p. 329 (1-10) Spelling - one New Unit	English p. 330 (0) Spelling-one New Unit	English Worksheet Discussion
4 5	Spelling-E.F. gives test words Reading - S.R.A.	Spelling Review test Reading-S.R.A.	PHYSICAL EDUCATION	Reading S.R.A.	PHYSICAL EDUCATION
6	Lunch	Lunch	Lunch	Lunch	Lunch
7 8	Mathematics p. 68 Circles, chords Radius, diameter	Mathematics p. 69 Worksheet	Mathematics Angle, Ray, measurement	Mathematics p. 71 Worksheet	Mathematics pp. 72-73 Assignment 1-6
9 10	Geography Map Workbook	Geography Drawing map with projector	Reading independent one chapter with questions	Geography Finish drawing	Reading Speed - S.R.A.
11 12 13	Art Mural	Group Activity	Art Mural	Group Activity	Art Mural
14	Group Evaluation	Group Evaluation	Group Evaluation	Group Evaluation	Group Evaluation
EXTRA				Conference Mother 3:45	

HOME ASSIGNMENTS

Reading - One chapter per night in assigned book.

English - Try writing a Christmas story for taping.

FIRST SEMESTER SCHEDULE

SEVENTH GRADE

(SEPTEMBER - OCTOBER)

PERIOD	**TIME**	**ACTIVITY**
	9:00	Arrival
2	9:09	Homeroom - Plans - Discussion
3	9:35	Individual Assignments Geography or Science Reading and Spelling
4	10:01	
5	10:27	
6	10:53	
7	11:24	Lunch
8	11:55	Group Activity - Films
9	12:26	Mathematics (group and individual)
10	12:52	
11	1:18	Art (individual) on Monday, Wednesday, Friday - Physical Education (group) on Tuesday, Thursday
12	1:44	
13	2:10	
14	2:36	Group Evaluation and Discussion
	3:00	Departure

(NOVEMBER - DECEMBER)

	9:00	Arrival
2	9:09	Homeroom - Plans - Discussion
3	9:35	Individual Assignments English, Reading, Spelling Geography
4	10:01	
5	10:27	
6	10:53	Lunch
7	11:24	Mathematics (group and individual)
8	11:55	
9	12:26	Science (group instruction and projects)
10	12:52	
11	1:18	Art (group) on Monday, Wednesday, Friday - Group Activity (games) on Tuesday and Thursday
12	1:44	
13	2:10	
14	2:36	Group Evaluation and Discussion
	3:00	Departure

FIRST SEMESTER SCHEDULE

EIGHTH GRADE

PERIOD	TIME	ACTIVITY
	9:00	Arrival - Plans - Discuss
2	9:09	Individual Assignments Reading, Spelling, Mathematics Grammar, Programmed Geography
3	9:35	
4	10:01	
5	10:27	
6	10:53	Physical Education (group)
7	11:24	
8	11:55	Lunch
9	12:26	Group Activity - Games, Projects, Film
10	12:52	
11	1:18	Science (group) and/or History (individual assignments, library period) and/or Art (group)
12	1:44	
13	2:10	
14	2:36	
	3:00	Departure

SECOND SEMESTER SCHEDULE * - SEVENTH GRADE

Period / Pupil	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A.B.		Home-room Plans	PHYSICAL EDUCATION -M,W,F English - T,Th			Lunch	Science Study		Mathematics		Art - M,T,Th Science - W,F			Evaluation
C.D.		Home-room Plans	English and Mathematics			Lunch	Science Mathematics		ART		Art - M,T,Th Science - W,F		INDUSTRIAL ARTS	
E.F.	REGULAR CLASSES - SEVENTH GRADE													Evaluation
G.H.	HISTORY		PHYSICAL EDUCATION - W,F English - M,T,Th			Lunch	Science Library		Mathematics		Art - M,T,Th Science - W,F			Evaluation
I.J.		Home-room Plans	PHYSICAL EDUCATION - W,F English - M,T,Th			Lunch	INDUSTRIAL ARTS		Mathematics		Art - M,T,Th Science - W,F			Evaluation
K.L.	REGULAR CLASSES - SEVENTH GRADE													
M.N.		Home-room Plans	PHYSICAL EDUCATION - W,F English - M,T,Th			Lunch	INDUSTRIAL ARTS		Mathematics		Art - M,T,Th Science - W,F			Evaluation
O.P.		Home-room Plans	PHYSICAL EDUCATION - W,F English - M,T,Th			Lunch	INDUSTRIAL ARTS		Mathematics		Art - M,T,Th Science - W,F			Evaluation

* REGULAR CLASSES APPEAR IN CAPITAL LETTERS

SECOND SEMESTER SCHEDULE * - EIGHTH GRADE

Period Pupil	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A.B.	ENGLISH		Mathematics		PHYSICAL EDUCATION		Lunch	Grammar Geography		HISTORY		INDUSTRIAL ARTS		
C.D.	Reading Spelling	MATHEMATICS		History		Grammar	Lunch	Review Tutor		ENGLISH		SCIENCE		
E.F.	Grammar Reading Spelling		History Geography		ART		ENGLISH		MATHEMATICS		LIBRARY AID			
G.H.	Reading Spelling		Geography History		Lunch	INDUSTRIAL ARTS		PHYSICAL EDUCATION		Math	Hist.	Math	Gram.	
I.J.	Reading Geography		Grammar Spelling		Mathematics		Lunch	ART		Seventh Grade Special Art and Science				
K.L.	Geog.	Mathematics		Gram.	Reading Spelling		Lunch	PHYSICAL EDUCATION		History Review		INDUSTRIAL ARTS		
M.N.	Gram.	Spelling Reading		Geog.	PHYSICAL EDUCATION		Lunch	Review Tutor		Mathematics		History		

* REGULAR CLASSES APPEAR IN CAPITAL LETTERS

APPENDIX C

1. **Type of Items Used in Self-Evaluation Report**
2. **Report to Parents**
3. **Pupil Progress Report for Special Education Pupils (2 Pages)**

TYPE OF ITEMS USED
in
SELF-EVALUATION REPORT

Understanding of work content

Concentration during individual assignments

Ability to work thoroughly, think it through (patience)

Desire to learn new things

Sticking to a difficult task without giving up

Reading for enjoyment

Attitudes toward doing work assignments

Reaction to making mistakes in learning or on assignments.

Reaction to teacher correction on written or oral work

Attitudes toward classmates

Ability to get along with others (cafeteria, playground, field trips, movies)

Ability to take part in a discussion group

- taking turns without interrupting others
- accepting contributions of others
- contribute statements pertaining to the topic
- accepting criticism of others.

Willingness to follow rules and regulations

Ability to follow rules and regulations

RANDOLPH JUNIOR HIGH SCHOOL
Hunters Lane
Rockville, Maryland

REPORT TO PARENTS

Name of Student________________ Date of Report________

Achievement

Reading

English

Mathematics

Social Studies

Science

Physical Education

Art

Attitudes

Suggestions

Parent's Comments

________________ ________________

Date Parent's Signature

MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland Special Education Programs Monroe Center	PUPIL PROGRESS REPORT for SPECIAL EDUCATION STUDENTS

Pupil's Name	Days Present: Days Absent:	Birthdate
School	Teacher	Reporting Period to

1. Language Arts *Vocabulary ____ Comprehension____ *Spelling Level _____ List materials of instruction used:	Comments: (Teaching procedures found effective)
2. Arithmetic *Fundamentals______ Reasoning ____ List materials of instruction used:	Comments: (Teaching procedures found effective)

3. Social Studies: (Units of study? Field trips?)

4. Physical Education (Bowling? Swimming? Remedial or corrective physical education?)

*Not applicable for pupils enrolled in trainable program.

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Name ______________________ Reporting Period ________ to ________

5. Pre-vocational Experiences or Training (Jobs in school? Shop or homemaking? Units on work attitudes?)

6. Work Experience and On-the-Job Training (Secondary pupils only--Describe specific work stations and outside employment.)

7. Please comment on pupil's assets or liabilities in these areas:
   a. Interest, attitude and motivation toward school and learning

   b. General behavior and relations with others (both peers and adults)

   c. Verbal facility and general communication skills

   d. Specific aptitudes: visual and auditory perception; fine and gross motor coordination

   e. Family interest and support in pupil's learning

   f. Out-of-school activities--social, recreational, therapeutic, etc.

8. What are your learning and health objectives for this pupil next year?